GUIDELINES FOR REVIEWING
A CORE READING PROGRAM RUBRIC
SuperKids Reading Program
Kindergarten

FINAL REVIEW

Directions for use:
- Thoroughly review the core reading program using the corresponding rubric.
- Only evaluate the individual components that correlate with the grade level to review. *(Note the placement of the "x" within the grade level columns.)*
- Each indicator must receive a score using the following criteria:
    2 – Exceeds expectations
    1 – Meets expectations
    0 – Does not meet expectations
    (For any indicator receiving a 0, comments must be provided justifying the score.)
- Record the total score for each area in the final row for the section.

CENTER ON
INSTRUCTION

INSTRUCTIONAL DESIGN (ID)	K	1	2	3	4	5	6	Score	Comments (e.g., examples, strengths, concerns, questions)
1. Is there empirical research on this program's efficacy?	X	X	X	X	X	X	X	2	
2. Are resources available to help the teacher understand the rationale for the instructional approach and program strategies (e.g., articles, explanations in the teacher manuals, references, and reliable websites)?	X	X	X	X	X	X	X	1	
3. Does the comprehensive program address the five components of reading (phonological/phonemic awareness, phonics, fluency, vocabulary and comprehension)?	X	X	X	X	X	X	X	1	
4. In addition to the five components of reading, are other dimensions of reading such as spelling, writing, oral language, and listening comprehension addressed?	X	X	X	X	X	X	X	2	
5. Is there a scope and sequence?	X	X	X	X	X	X	X	2	
6. Are goals and objectives clearly stated?	X	X	X	X	X	X	X	2	
7. Are student materials aligned with instructional objective of the lesson?	X	X	X	X	X	X	X	2	
8. Do instructional materials increase in difficulty as students' skills strengthen?	X	X	X	X	X	X	X	1	
9. Are all lessons and activities (e.g., whole group, small group, and centers) reading-related?	X	X	X	X	X	X	X	1	Yes, but centers tend to be more "play, craft type centers" and not literacy centers.
10. Is there a clear and logical organization to the lessons in:									
the order and procedures of each day's lesson?	X	X	X	X	X	X	X	2	
the inclusion of all necessary materials?	X	X	X	X	X	X	X	2	
the consistency of each day's lesson format?	X	X	X	X	X	X	X	1	
addressing the components of reading every day?	X	X	X	X	X	X	X	1	
11. Is instruction consistently explicit? Is it concise, specific, and related to the objective?	X	X	X	X	X	X	X	2	
12. Are teacher directives highly details to ensure accurate implementation?	X	X	X	X	X	X	X	1	
13. Does the lesson format facilitate frequent interactions between teacher and students?	X	X	X	X	X	X	X	1	

INSTRUCTIONAL DESIGN (ID)	K	1	2	3	4	5	6	Score	Comments *(e.g., examples, strengths, concerns, questions)*
14. Is instruction consistently systematic? Is there a prescribed order for introducing specific skills within each component of reading?	X	X	X	X	X	X	X	1	
15. Are there coordinated instructional sequences and instructional routines which include:									
Modeling?	X	X	X	X	X	X	X	2	
Guided practice with feedback?	X	X	X	X	X	X	X	1	
Student practice and application?	X	X	X	X	X	X	X	1	
Cumulative review?	X	X	X	X	X	X	X	0	No evidence was found in the resources provided by the publisher.
16. Are there many guided practice opportunities for explicit teaching and teacher-directed feedback (for typically progressing readers and more for struggling readers)?	X	X	X	X	X	X	X	1	
17. Does the program provide clear guidance for the teacher to document student progress and inform instruction?	X	X	X	X	X	X	X	1	
18. Does instruction make a clear connection *among* all five components?	X	X	X	X	X	X	X	1	
19. Is scaffolding a prominent part of the lessons?	X	X	X	X	X	X	X	1	
20. Are instructions for scaffolding specific within each lesson?	X	X	X	X	X	X	X	0	It is written as it is there, but very generic and weak.
21. Are teachers encouraged to give immediate, specific feedback (corrective or positive)?	X	X	X	X	X	X	X	1	
22. Is differentiated instruction prominent?	X	X	X	X	X	X	X	0	Differentiated instruction is listed as "Reinforce, Reteach, Extend", but activities suggested are not challenging or remediating students at an individualized level. The strategies are not explicit or intense enough for the at risk student.
23. Is instruction differentiated based on assessment?	X	X	X	X	X	X	X	0	Very little assessment and interpretation of data is given. Assessment and data is lacking either formative or summative assessments. Assessments are not progressive in monitoring growth.
24. Are directions for differentiating instruction specific?	X	X	X	X	X	X	X	0	See comment #23 above for more information.
25. Is small-group instruction (small teacher-pupil	X	X	X	X	X	X	X	1	The small group instruction begins at Unit

INSTRUCTIONAL DESIGN (ID)	K	1	2	3	4	5	6	Score	Comments *(e.g., examples, strengths, concerns, questions)*
ratio) part of daily instruction?									9.
26. Are there guidelines for forming flexible groups based on student progress?	x	X	X	X	X	X	X	0	No evidence was found in the resources provided by the publisher.
27. Are enrichment activities included for advanced students?	X	X	X	X	X	X	X	0	It seemed very skills driven with little meaningful or challenging application.
28. Does the program provide instruction for English Learners?	X	X	X	X	X	X	X	0	There is no EL curriculum. Even reading SuperKids own evaluation they state that there is limited instruction for EL students and that they should gain through core curriculum.
29. Does the program specify for whom it is appropriate (e.g., students on or above grade level, students slightly behind their peers, students more than one grade level behind their peers)?	X	X	X	X	X	X	X	1	
TOTAL								36	

PHONOLOGICAL/ PHONEMIC AWARENESS (PA)	K	1	2	3	4	5	6	Score	Comments *(e.g., examples, strengths, concerns, questions)*
1. Is phonological/phonemic awareness instruction **explicit**?	X	X						1	
2. Is phonological/phonemic awareness instruction **systematic**?	X	X						1	
3. Does phonological/phonemic awareness instruction include **coordinated instructional sequences** and **routines**?	X	X						2	
4. Is phonological/phonemic awareness instruction **scaffolded**?	X	X						1	
5. Does phonological/phonemic awareness instruction include **cumulative review**?	X	X						1	
6. Are assessments included to measure and monitor progress in **phonological/phonemic awareness?**	X	X						1	
7. Is PA only a small portion of the daily lesson?	X	X						1	
8. Does each day's lesson focus on only one	X	X						2	

PHONOLOGICAL/ PHONEMIC AWARENESS (PA)	K	1	2	3	4	5	6	Score	Comments (e.g., examples, strengths, concerns, questions)
or two PA skills (as opposed to several)?									
9. Are there instructions for PA activities to alert the teacher to student readiness?	X	X						1	
10. Does the program contain instructional activities that are designed to stimulate the growth of phonemic awareness?	X	X						1	
11. Does PA start with larger units (words and syllables) and progress to smaller units (phonemes)?	X	X						0	No, lesson 1 starts with individual phoneme /k/. It does not break the PA from larger to smaller units.
12. Does PA start with rhyming and progress to phoneme isolation, blending, segmenting, and phoneme manipulation?	X	X						0	No, beginning PA starts with isolation of beginning sounds. Early lessons do not focus on rhyming.
13. Do students count the number of words in spoken sentences?	X							0	No evidence was found in the resources provided by the publisher.
14. Are there rhyming activities (recognition and production)?	X							1	
15. Are there alliteration activities?	X							0	No evidence was found in the resources provided by the publisher.
16. Are there activities that involve counting the number of syllables in a word?	0							0	No evidence was found in the resources provided by the publisher.
17. Are there activities that involve blending and segmenting syllables in a word?	X							1	
18. Are there activities for students to blend onsets and rimes?	X							1	
19. Do activities follow the continuum of word types (beginning with short words that contain two or three phonemes)?	X	X						1	
20. Does instruction include physical representations (e.g., clapping, Elkonin boxes with markers, counters, tiles, fingers, and auditory cues) to help students make the connection between sounds and print (the alphabetic principle)?	X	X						1	
21. When PA activities are at the phoneme level, do students' activities target the first sound in words and then move to the last sound in words and finally focus on the middle sound in words?	X	X						2	
22. Are there blending activities at the phoneme level?	X	X						1	
23. Are there segmenting activities at the	X	X						1	

PHONOLOGICAL/ PHONEMIC AWARENESS (PA)	K	1	2	3	4	5	6	Score	Comments *(e.g., examples, strengths, concerns, questions)*
phoneme level?									
24. Once students demonstrate early phonemic awareness, is PA instruction linked to phonics instruction?	X	X						2	
25. Are the words used in PA activities found in subsequent word lists and text readings?	X	X						2	
26. Does the program include a pronunciation guide for the various features of sound production (e.g., stop sounds and continuous sounds)?	X	X						2	
27. Do computer-based programs pronounce sounds distinctly, correctly, and without distortion?	X	X						2	
TOTAL								**29**	

PHONICS (P)	K	1	2	3	4	5	6	Score	Comments *(e.g., examples, strengths, concerns, questions)*
1. Is phonics instruction **explicit**?	X	X	X	X	X	X	X	2	
2. Is phonics instruction **systematic**?	X	X	X	X	X	X	X	1	
3. Does phonics instruction include **coordinated instructional sequences** and **routines**?	X	X	X	X	X	X	X	1	
4. Is phonics instruction **scaffolded**?	X	X	X	X	X	X	X	1	
5. Does phonics instruction include **cumulative review**?	X	X	X	X	X	X	X	1	
6. Are assessments included to measure and monitor progress in **phonics**?	X	X	X	X	X	X	X	1	
7. Does the program teach both consonants and vowels?	X	X						2	
8. Are short vowels taught before long vowels?	X	X						1	
9. Are individual letter-sounds taught first, followed by digraphs, blends, and word families?	X	X	X					1	

PHONICS (P)	K	1	2	3	4	5	6	Score	Comments *(e.g., examples, strengths, concerns, questions)*
10. Are high utility letter-sounds (e.g., /a/, /m/, /s/, /t/, /r/ found in short, one syllable CVC or CCVC words) introduced before low utility letter-sounds (e.g., /x/, /y/, /z/)?	X	X						1	
11. Are letter-sound correspondences taught to mastery and reviewed cumulatively?	X	X						1	
12. Are students taught an explicit strategy to decode words by their individual sounds?	X	X	X					1	.
13. Do students practice decoding words that contain only those letter-sounds that have been previously taught?	X	X	X					1	
14. Once students have mastered a few letter-sounds, do they immediately apply them to reading word lists and short decodable texts?	X	X						1	
15. Are symbol to sound (decoding) and sound to symbol (spelling) taught explicitly?	X	X	X	X	X	X	X	1	
16. Is spelling taught during word learning so students can understand how sounds map onto print?	X	X	X	X	X	X	X	2	
17. Does instruction progress from simple to more complex concepts (e.g., CVC words before CCCVCC words and single syllable words before multisyllabic words)?	X	X	X	X	X	X	X	2	
18. Does instruction follow the continuum of word types (beginning with CV and CVC words), incorporating continuous and stop sounds and blends in an appropriate sequence?	X	X						2	
19. Are reviews of previously taught concepts and words frequent and cumulative?	X	X	X	X	X	X	X	2	
20. Is emphasis placed on fluency practice for each phonics component (e.g., sound identification, CVC blending, word recognition, multisyllabic words, and text reading)?	X	X	X	X	X	X	X	1	
21. Are there ample decodable texts (familiar and unfamiliar) for students to practice applying their skills with phonic elements?	X	X	X	X				1	
22. Are decodable texts read before trade books (for students to master new skills)?	X	X	X	X				1	
23. Does the program clarify that high frequency	X	X	X	X				1	

PHONICS (P)	K	1	2	3	4	5	6	Score	Comments *(e.g., examples, strengths, concerns, questions)*
words can be both regular and irregular?									
24. Are irregular words that are visually or phonemically confusing (e.g., saw/was, where/were, of/off) separated?	X	X						1	
25. Does the program include explicit instruction in irregular words and decoding strategies for the decodable parts of words (clarifying that the letters represent their most common sounds as well as the irregularities of certain letters)?	X	X	X	X				2	
26. Are the numbers of high frequency, irregular words introduced in one lesson kept to a minimum?	X	X	X	X				2	
27. Are irregular words pre-taught before students read connected texts?	X	X	X	X				2	
28. Are difficult, high frequency words reviewed often and cumulatively?	X	X	X	X				2	
TOTAL								**38**	

FLUENCY (F)	K	1	2	3	4	5	6	Score	Comments *(e.g., examples, strengths, concerns, questions)*
1. Is fluency instruction **explicit**?	X	X	X	X	X	X	X	1	
2. Is fluency instruction **systematic**?	X	X	X	X	X	X	X	1	
3. Does fluency instruction include **coordinated instructional sequences** and **routines?**	X	X	X	X	X	X	X	1	
4. Is fluency instruction **scaffolded**?	X	X	X	X	X	X	X	1	
5. Does fluency instruction include **cumulative review**?	X	X	X	X	X	X	X	1	
6. Are assessments included to measure and monitor progress in fluency?	X	X	X	X	X	X	X	1	
7. Does the program address all dimensions of fluency (speed, accuracy, and prosody)?	X	X	X	X	X	X	X	1	
8. Does the program encourage the teacher to model speed, accuracy, and prosody?	X	X	X	X	X	X	X	1	
9. Are letter-sounds taught and practiced	X	X						2	

FLUENCY (F)	K	1	2	3	4	5	6	Score	Comments *(e.g., examples, strengths, concerns, questions)*
frequently to promote automaticity?									
10. Does fluency practice during letter-sound study and text reading involve the teacher's providing feedback to students?	X	X	X	X	X	X	X	1	
11. Is fluency instruction integrated into each day's lesson?	X	X	X	X	X	X	X	0	Fluency is not a targeted component daily in this program. Publisher Comment: Fluent reading is modeled every day with teacher read-alouds. Once children have learned enough letter-sounds (by Unit 5 of *Meet the Superkids*), they begin daily blending practice to develop automaticity in decoding words fluently. By Unit 9 of *Meet the Superkids*, children also practice applying fluency skills to connected text in each unit as they read and reread the decodable Superkids stories in the Student Books and Superkids Libraries.
12. Is the decoding strategy taught so that it becomes automatic?	X	X	X	X	X	X	X	1	
13. Are irregular words taught to be recognized automatically?	X	X	X	X	X	X	X	1	
14. Is an explicit strategy taught as students transition from reading words in lists to reading connected text?	X	X						1	
TOTAL								**14**	

VOCABULARY (V)	K	1	2	3	4	5	6	Score	Comments *(e.g., examples, strengths, concerns, questions)*
1. Is vocabulary instruction **explicit**?	X	X	X	X	X	X	X	2	
2. Is vocabulary instruction **systematic**?	X	X	X	X	X	X	X	1	
3. Does vocabulary instruction include **coordinated instructional sequences** and **routines**?	X	X	X	X	X	X	X	1	
4. Is vocabulary instruction **scaffolded**?	X	X	X	X	X	X	X	1	

VOCABULARY (V)	K	1	2	3	4	5	6	Score	Comments *(e.g., examples, strengths, concerns, questions)*
5. Does vocabulary instruction include **cumulative review**?	X	X	X	X	X	X	X	1	
6. Are assessments included to measure and monitor progress in **vocabulary**?	X	X	X	X	X	X	X	0	Not evident. Publisher Comment: Teachers assess children's vocabulary skills by monitoring their responses during explicit vocabulary instruction at the beginning of each unit and in Story Follow-up Lessons. Story Lessons also include specific questions teachers can ask to check children's understanding of key vocabulary and idioms used in the texts children hear and read.
7. Is emphasis placed on listening and speaking vocabulary?	X	X	X	X	X	X	X	1	Yes, but not enough emphasis on listening and speaking for a beginning reader, EL, limited language student.
8. Is there emphasis on reading and writing vocabulary?	X	X	X	X	X	X	X	1	
9. Are students exposed to diverse vocabulary through listening to or reading narrative and expository texts?	X	X	X	X	X	X	X	1	
10. Does the program include frequent use of teacher read-alouds using higher level books with explanation and instruction of key vocabulary?	0	X	X	X	X	X	X	0	Although there are read alouds included, they are very basic with limited vocabulary or informational text. Publisher Comment: The Teacher's Guide for each unit of *Meet the Superkids* ends with a fictional story or informational text for the teacher to read aloud. The lessons for these read-aloud texts provide student-friendly explanations of and instruction on key vocabulary from the text. In addition, teachers are expected to read aloud daily from recommended books that relate to key concepts explored in each unit of the program.
11. Does vocabulary instruction occur before, during, and after reading?	X	X	X	X	X	X	X	1	
12. Are a limited number of words selected for robust, explicit vocabulary instruction?	X	X	X	X	X	X	X	0	There are limited words. The vocabulary needs to be developed to include tiered words. Publisher Comment: In the Superkids program, vocabulary is

VOCABULARY (V)	K	1	2	3	4	5	6	Score	Comments *(e.g., examples, strengths, concerns, questions)*
									explicitly taught using rich illustrations in the Student Books, in Story Lessons with read-aloud or decodable texts, and in Story Follow-up Lessons.
13. Are important, useful, and difficult words taught?	x	X	X	X	X	X	X	1	
14. Does the instructional routine for vocabulary include:									
Introducing the word?	X	X	X	X	X	X	X	0	Instruction is not explicit enough. Publisher Comment: The Story Lessons (on yellow-tinted pages) contain an explicit routine for teaching vocabulary. Step 1 introduces a few important words or idioms from the text before children hear or read it. These are words that are helpful for children to know up front in order to understand big ideas in the text. Student-friendly definitions are given when the words are introduced. Often, additional examples, physical gestures, or visuals are provided to reinforce meanings. In Step 3, questions are provided to help teachers check children's understanding of the text and its vocabulary. Questions labeled "Develop vocabulary, Understand idioms, Understand multiple-meaning words" directly ask about vocabulary.
Presenting a student-friendly explanation?	X	X	X	X	X	X	X	0	Examples are not given in student friendly terms. Vocabulary words used in story are rather easily understood, but not explicit. Publisher Comment: Student-friendly definitions are given when the words are introduced.
Clarifying the word with examples?	X	X	X	X	X	X	X	1	
Checking students' understanding?	X	X	X	X	X	X	X	0	None that could be found in TE or assessment guidebook and not noted in assessment or daily checks. Publisher Comment: Teachers can also use the Quick Assessments, Workout Plan, and activities in the Vocabulary section of the *Superkids Skill-Building Book* to assess and strengthen children's vocabulary

VOCABULARY (V)	K	1	2	3	4	5	6	Score	Comments (e.g., examples, strengths, concerns, questions)
									skills.
15. Are ample opportunities provided to engage in oral vocabulary activities that:									
Repeat exposure to words in rich and multiple contexts?	X	X	X	X	X	X	X	1	
Use everyday language to explain word meanings?	X	X	X	X	X	X	X	1	
Connect word meanings to prior knowledge?	X	X	X	X	X	X	X	1	
16. Are students given multiple opportunities to use new words in reading sentences, paragraphs, or longer texts?	X	X	X	X	X	X	X	1	
17. Is extended instruction provided in multiple contexts to promote word awareness using word banks, vocabulary logs, writing, semantic maps, concept definition mapping, and word classification?	X	X	X	X	X	X	X	1	
18. Are strategies taught over time to ensure understanding and correct application?	X	X	X	X	X	X	X	1	
19. Are various aspects of word study included (either under vocabulary or word recognition) such as:									
Concepts of word meaning?	X	X	X	X	X	X	X	1	
Multiple meanings?	X	X	X	X	X	X	X	1	
Synonyms?	X	X	X	X	X	X	X	1	
Antonyms?	X	X	X	X	X	X	X	1	
20. Is the use of context to gain the meaning of an unfamiliar word kept to a minimum?	X	X	X	X	X	X	X	1	
TOTAL								23	

COMPREHENSION (C)	K	1	2	3	4	5	6	Score	Comments *(e.g., examples, strengths, concerns, questions)*
1. Is comprehension instruction **explicit**?	X	X	X	X	X	X	X	1	
2. Is comprehension instruction **systematic**?	X	X	X	X	X	X	X	1	
3. Does comprehension instruction include **coordinated instructional sequences and routines**?	X	X	X	X	X	X	X	1	
4. Is comprehension instruction **scaffolded**?	X	X	X	X	X	X	X	1	
5. Does comprehension instruction include **cumulative review**?	X	X	X	X	X	X	X	1	
6. Are assessments included to measure and monitor progress in **comprehension**?	X	X	X	X	X	X	X	1	
7. Is learning to determine which strategy to use and why (metacognition) part of instruction?	X	X	X	X	X	X	X	1	
8. When a strategy is taught, is it applied frequently so students understand its usefulness?	X	X	X	X	X	X	X	1	
9. Does program instruction enable students to establish and adjust purposes for reading (e.g., reading to understand, interpret, inform, to enjoy, and to solve problems)?	X	X	X	X	X	X	X	1	
10. Does instruction support the use of multiple, coordinated comprehension strategies?	X	X	X	X	X	X	X	1	
11. Are guided and supported cooperative learning groups suggested as an instructional technique?	X	X	X	X	X	X	X	1	
12. Does instruction begin with the use of short passages?	X	X	X	X	X	X	X	1	
13. Does instruction emphasize that students have a conceptual understanding of beginning, middle, and end?	X	X	X	X	X	X	X	1	
14. Does the program provide prompts for the teacher to guide the students through texts using think-alouds?	X	X	X	X	X	X	X	1	
15. Are models of effective questioning techniques (e.g., Bloom's taxonomy) provided to guide and monitor students' comprehension?	X	X	X	X	X	X	X	1	Blooms questions should be included in the writing prompts to assist in developing argumentative and defense, as called for in the Common Core Standards.
16. Are there ample opportunities for students to listen to narrative and expository text?	X	X	X	X	X	X	X	1	
17. Is instruction in narrative and expository text	X	X	X	X	X	X	X	1	Informational text features should be

COMPREHENSION (C)	K	1	2	3	4	5	6	Score	Comments (e.g., examples, strengths, concerns, questions)
structures explicit?									explicitly taught. Assessments should be designed to monitor students understanding of informational text reading.
18. Do texts contain useful and familiar concepts and vocabulary?	X	X	X	X	X	X	X	1	
19. Are there instructional routines for comprehension strategies for use before, during, and after reading (e.g., prediction, story grammar, summarization, graphic organizers)?	X	X	X	X	X	X	X	2	
20. Is the "main idea" strategy taught systematically (e.g., using pictures, then individual sentences, then paragraphs, etc.)?	X	X	X	X	X	X	X	1	
21. Are elements of story grammar (e.g., setting, characters, important events, etc.) taught and used for retelling a story?	X	X	X	X	X	X	X	2	Retelling is stressed throughout program to include story elements.
22. Does instruction focus on discussion story grammar and comparing stories?	X	X	X	X	X	X	X	1	
23. Is story grammar introduced systematically, beginning with simple text that gradually becomes more complex?	X	X	X	X	X	X	X	1	
24. Are students taught to use graphic organizers to illustrate relationships among concepts in text (e.g., story maps, Venn diagrams, and semantic maps)?	X	X	X	X	X	X	X	1	
25. Are explicit strategies for interpreting information from charts, graphs, tables, and diagrams taught?	X	X	X	X	X	X	X	1	Limited exposure is a concern, as we must work within the common core standards with expository text.
26. After instruction, is there systematic review of:									
Literal comprehension?	X	X	X	X	X	X	X	2	
Retelling?	X	X	X	X	X	X	X	2	
Main idea?	X	X	X	X	X	X	X	2	
Summarization?	X	X	X	X	X	X	X	2	
TOTAL								35	

STANDARDS ALIGNMENT	K	1	2	3	4	5	6	Score	Comments *(e.g., examples, strengths, concerns, questions)*
1. Is clear alignment provided to the Common Core State Standards?	X	X	X	X	X	X	X	2	
2. Are instructional strategies using the Common Core State Standards embedded within and apparent throughout the program?	X	X	X	X	X	X	X	1	
TOTAL								3	

MOTIVATION AND ENGAGEMENT (M&E)	K	1	2	3	4	5	6	Score	Comments *(e.g., examples, strengths, concerns, questions)*
Does the program direct the teacher in ways to increase student motivation such as:									
1. Making reading relevant to students' lives?	X	X	X	X	X	X	X	1	
2. Providing meaningful goals for learning from texts?	X	X	X	X	X	X	X	1	
3. Making available a variety of choices (e.g., texts and assignments) that align with instruction?	X	X	X	X	X	X	X	1	
4. Providing opportunities for students to work collaboratively?	X	X	X	X	X	X	X	1	
TOTAL								4	

ASSESSMENT (A)	K	1	2	3	4	5	6	Score	Comments *(e.g., examples, strengths, concerns, questions)*
1. Are assessments included that teachers can use to guide student movement through the program (e.g., screening, progress monitoring, diagnostic, and outcome measures)?	X	X	X	X	X	X	X	1	
2. Does the program provide teacher guidance in using assessment results to differentiate instruction?	X	X	X	X	X	X	X	1	
3. Do the assessments identify students who	X	X	X	X	X	X	X	1	

ASSESSMENT (A)	K	1	2	3	4	5	6	Score	Comments *(e.g., examples, strengths, concerns, questions)*
are at risk or already experiencing difficulty learning to read?									
TOTAL								**3**	

PROFESSIONAL DEVELOPMENT (PD)	K	1	2	3	4	5	6	Score	Comments *(e.g., examples, strengths, concerns, questions)*
1. Is adequate time offered for teachers to learn new concepts and practice what they have learned?	X	X	X	X	X	X	X	1	
2. Is there a plan for coaches, mentors, peers, or outside experts to provide feedback to teachers and follow-up assistance as they put new concepts into practice?	X	X	X	X	X	X	X	1	Yes, if the school takes advantage of it.
3. Are teachers taught how to administer and interpret assessments that accompany the program?	X	X	X	X	X	X	X	1	
4. Is program PD customized to meet participants' varying needs (e.g., first-year teachers, high ability, English learners, special education, coaches, and principals)?	X	X	X	X	X	X	X	1	Yes, if the school takes advantage of it.
5. Does the PD provide support (e.g., principal checklists, follow-up, in-class modeling, and a CD for viewing model lessons) to facilitate application of content?	X	X	X	X	X	X	X	1	
TOTAL								**5**	